

1969

December 18, 1969

Committee on Academic Affairs

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MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS

December 18, 1969

The Council on Academic Affairs held a meeting at 10:00 a. m. in Room 128 of Booth Library.

Members present: Mr. Amos, Mr. Connelly, Mr. Keppler, Mr. Lowell, Mr. McKenna, Mr. Rooke, Miss Soderberg, Mr. Steinmetz, Mr. R. Weidner, and ex officio member, Mr. Moody.

I. Minutes of December 11.

The minutes were approved as published with the addition to the agenda of old Agenda Item No. 69-62 (concerning new course, Bus. Ed. 450).

II. Communications.

1. From Dr. Keppler - Concerning Agenda Item 69-69 (Proposal to prohibit late enrollment in a class).
2. From Vice President Moody - Proposal to accept for transfer credit appropriate courses for a student who, while in high school, takes college courses at a junior college, and upon completion of high school: (1) qualifies and enters EIU -- accept up to a maximum of 20 q. hrs. in which the student has C or better work; or (2) continues his studies in the junior college and eventually enters EIU -- accept total junior college courses just as accepted from any other junior college transfer student. - Agenda Item 69-105 - Dec. 17.
3. From President Doudna - Regarding (1) rule in catalog with reference to credit for military service as it relates to P. E. service courses; (2) rule in catalog with reference to proficiency examination in P. E. service courses - Agenda Item 69-106 - Dec. 16.
4. From Dr. McKenna - Concerning Agenda Item 69-69 (Proposal to prohibit late enrollment in a class).

III. Modification of action taken -- Bus. Ed. 450 - (Old Agenda Item 69-62).

Bus. Ed. 450 was recommended for approval by the Council on Oct. 16. The request has been made to change 450 to Bus. Ed. 300.

Mr. Weidner moved and Miss Soderberg seconded the motion to approve the course with the number 300. The description will be identical with that of Home Ec. 300, it will be doubled listed

Agenda:

- 69-69. Proposal to prohibit late enrollment in a class
- *69-75. Motion to continue practice of grades of P, F, & E in teaching practicum
- 69-76. Request to review existing undergraduate degree offerings
- 69-91. Revision of I. A. 491 to change title to Task Analysis & Course Outline, and to combine existing 491 with a part of 492; (2) new course, I. A. 495, Student Achievement & Program Evaluation (combining existing 492 & 460); (3) new course, I. A. 448, Independent Study; (4) renumbering I. A. 451 to 493; (5) delete I. A. 311, 452, 458, & 492
- 69-94. Request to renumber Music 472 to 372
- 69-96. Request to reword the definition of "Quarter of Attendance" in catalog
- 69-97. New course, Art 430, Seminar in Afro-American Art
- 69-98. Revision of reinstatement policy.
- 69-99. Request to (1) change titles of H. Ed. 227 to Community Health, 320 to School Health, and 330 to Principles of Accident Prevention; (2) delete the prerequisite for H. Ed. 332; (3) add new course, H. Ed. 335, Industrial Accident Prevention
- 69-100. Request to (1) add new courses, Th. Arts 101, 102, 103, Theatre Practicum; (2) revise the requirements for the Th. Arts major for the B. A. and B. S. degrees
- 69-101. Proposed policy on baccalaureate honors
- 69-102. Request to abolish the major in music for the degree B. S.
- 69-103. Request to revise portion of action taken on Sept. 25 with reference to withdrawal from a course or from the University
- 69-104. Request to renumber Physics 250 to 315
- 69-105. Proposal to accept for transfer credit appropriate courses for a student who, while in high school, takes college courses at a junior college, and upon completion of high school: (1) qualifies and enters EIU -- accept up to a maximum of 20 q. hrs. in which the student has C or better work; or (2) continues his studies in the junior college and eventually enters EIU -- accept total junior college courses just as accepted from any other junior college transfer student
- 69-106. Review of catalog rules: (1) with reference to credit for military service as it relates to P. E. service courses; (2) with reference to proficiency examination in P. E. service courses
- 69-107. Consideration of student membership on the Council

SCHOOL
OF
BUSINESS

*B. Ed. 300 approved
& relearn. that H. Ec. 300 CAA
title be chg. to
Cous. Edu.*
Old # 69-62

November 25, 1969

To: The Council on Teacher Education
The Council on Academic Affairs
The Council on Graduate Study

Subject: Forwarding of a request for modification of action by the Council on Academic Affairs under date of October 16 as it relates to course BEd 450, TEACHING OF CONSUMER EDUCATION

This is a request for modification of action taken by the Council on Academic Affairs on October 16, and corresponding action taken by the Council on Teacher Education on August 12, with respect to the course BEd 450, TEACHING OF CONSUMER EDUCATION.

The course, BEd 450, was approved by the Council on Academic Affairs on Oct. 16, but President Doudna withheld approval of this action pending a series of conferences with Vice President Moody, Dean Mary Ruth Swope of the School of Home Economics, and Dr. George Cooper. As a result of these conferences, two proposals were made by the Department of Business Education and Secretarial Studies.

"That the Department of Business Education and Secretarial Studies offer a course to be designated as Business Education 300, Consumer Education, with a course description exactly the same as Home Economics 300, Family Economics; this course to be offered by the Department of Business Education and Secretarial Studies at the same time and in the same classroom as Home Economics 300; with the further understanding that both departments will assign regular faculty to this course and that the course will be taught by the team with planning of teaching methods, resource materials and resource persons, projects and evaluation to be handled by the teaching team; and

"That the request for a course to be designated as Business Education 450, Teaching of Consumer Education, be re-designated as Business Education 580, IMPROVEMENT OF INSTRUCTION IN CONSUMER EDUCATION."

At the November 18, 1969, meeting of the Curriculum Committee of the School of Business, it was moved and seconded that this proposal be approved. Motion carried.

The proposal is forwarded. No course descriptions are necessary in this case, since Home Economics 300 is an existing course, and since Business Education 450 (now requested to be changed to Business Education 580) is already in the hands of the Committees.

~~W. S. Stromquist~~

James F. Giffin
James F. Giffin
Dean

Bus.Ed. 450 (passed by the CAA on Oct. 16) was never approved by President Doudna.

Now the Sch. of Bus. wishes to change it to Bus.Ed. 300, Consumer Education, use the same course description as Home Ec. 300, Family Economics, and double list it with Home Ec. 300. The course will be team taught and a student may register for it as either Bus.Ed. 300 or Home Ec. 300.



Bus.Ed. 450 (passed by the CAA on Oct. 16) was never approved by President Doudna.

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Memorandum

EASTERN ILLINOIS UNIVERSITY

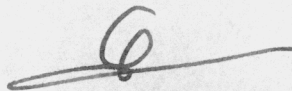
Office of the President

TO Vice President Moody

DATE November 26, 1969

I am prepared to approve the arrangements for Home Economics 300 and Business 300 as set forth in your memorandum of November 14. I approve this on an experimental basis for one year after which it is to be reviewed.

I trust that the Business Education people will withdraw their request for approval of the course in dispute as a result of this.

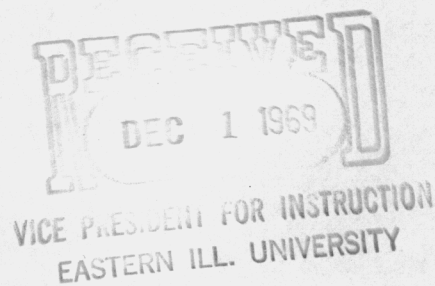


Quincy Doudna
President

c

1 Dec 69

Bus Ed - needs to make a proposal for
Bus Ed 300 — *Moody*



Copies sent to Dean Cooper & Cooper

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: President Doudna

Date: 14 November 1969

Re your 12 November memo on Home Economics 300 and Business, I envisage that we would double list the course--for a total of 60 or 70 students in the two courses, meeting at the same time in the same place. The course would be team taught by a Home Ec and a Business instructor. This procedure would not cost us anymore than that under which one instructor taught two sections of 30 students each. If this arrangement is not satisfactory then I suggest that you go ahead and approve the Business Ed. 450 proposal. This would mean an overlap in subject matter of two courses (probably not the only example on the campus) but it would increase the number of students who need Consumer Education getting the subject. I am afraid that men just simply will not take the course if it is labelled Home Ec.

dw

Memorandum

EASTERN ILLINOIS UNIVERSITY

Office of the President

TO Vice President Moody

DATE November 12, 1969

The possible arrangement suggested in your memorandum of November 10 for Home Economics and Business to offer Consumer Education jointly looks good except that if there is only one section and two teachers are tied up, we have doubled the cost of the course. If there are two sections and, in effect, we regard each section as "one-half of a course" for each person, we are in no trouble. We simply have to avoid even innovative instructional plans that cost money that we do not have. What I suspect will happen is that both departments will list the course, both will offer it, the Home Ec. people will take it from the Home Ec. teacher, the Business people will take it from the Business teacher, and we will not have accomplished the objective.

cl

Quincy Doudna
President

c

RECEIVED
NOV 14 1969
VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: President Doudna

Date: 10 November 1969

I have had a long talk with Dean Swope and Dr. Cooper concerning the Bus Ed 450 (Teaching Consumer Education) course versus Home Ec 300. We finally agreed that Dr. Swope would change the name of her course to Consumer Education. Both Drs. Swope and Cooper would approach their faculties with this idea:

Two courses, Home Ec _____ and Bus Ed _____ Consumer Education, to be team-taught at the same hour. This sort of course listing is, of course, not all uncommon. Home Ec. would provide one instructor and Bus Ed the other. Since Bus Ed would require the course for its majors, there is no doubt that the course would fill every quarter.

I don't know whether the faculties will buy this idea or not but it seems a good compromise to me. Later, if Dr. Cooper wants to put in a graduate course in The Teaching of Consumer Education, which would appeal to high school teachers, I would see no objections.

dw

Home Economics 300
Family Economics

File

Course Objectives:

1. To view family economics in the light of basic economic principles.
2. To become familiar with sources of help for financial problems encountered by the family and the individual.
3. To have a knowledge of the role of government agencies and the consumer.
4. To have a knowledge of the role of private agencies and the consumer.
5. To appreciate the problems in family financial management within differing income groups, social groups, and at various stages in the family life cycle.
6. To be able to establish a plan for keeping records and to make budgets according to individual or family needs.
7. To have a knowledge of the benefits and responsibilities of sharing costs for public services.
8. To appreciate the factors which influence our decisions as consumers.
9. To develop a degree of competency in making decisions pertaining to family economics.

Family Economics 300
School of Home Economics
E.I.U.

Subject Matter Outline:

I. Financial Experiences of Families

Prevalence of budget problems
Financing the family life cycle
Problems of the disadvantaged
Family Expenditure patterns

II. The Role of Consumers in a Free Economy

Values, standards and goals
Resources to satisfy wants and needs
 Human
 Non-human
Economic principles

III. Budgeting: Allocation of Resources

Who budgets?
 County, State, Nation
 Families
 Institutions
 Corporations
Advantages of budgets
Construction of a budget
 Personal
 Family

IV. Factors Influencing Consumer Choice

Concept of economic freedom
Custom made wants
 Food
 Clothing
 Ceremonial
Fashion Made Wants
Conspicuous Consumption
Advertising
Intelligent Consumer Choice

V. Bank Services and Credit

Banks-how they operate and serve us
Using bank services
Understanding and Using Credit
Obtaining a small loan

VI. Financing Major Purchases

What major purchases?

Automobiles

Furnishings and appliances

Homes

What is credit

Kinds of credit

Mortgage

Installment

Revolving

30 day charge account

Sources of credit

Shopping for Money

Wise use of credit

Who gets credit?

How much credit is "safe"?

Advantages and disadvantages

VII. Buying Protection: Principles of Insurance

Risks of living

Principles of sound insurance

Kinds of insurance

Shopping for insurance

VIII. Taxes, Tariffs, and Public Finance

Services for the common good

Group payment by taxes

Direct taxes

Indirect taxes

Essentials of a tax system

IX. Savings and Investments

The Family's Savings Program

What are savings?

Why families save

Who saves?

What to do with your savings?

Pass book savings

Savings certificates

U. S. Saving Bonds

Corporate Bonds

Stocks

Businesses

Real Estate

Credit Unions

Mutual Funds

Safe Keeping of Valuables
 Estate Planning and Wills
 Income Management and Strategy

X. Government and the Consumer

Government functions that affect consumers
 Specific aids and protection provided by government agencies
 Legal Relations Important to consumers

XI. Private Agencies that aid and protect us.

~~General~~ Consumer Sponsored

Consumer Research

Consumer's Union

Cooperatives

A. C. C. I.

Professional Organizations

A. H. E. A.

A. M. A.

A. D. A.

Magazines

Money Management Institute

Institutes of Dry Cleaning and Laundry

A. G. A.

A. S. A.

Nat. Cannery Association

Better Business Bureau

Laboratories and Commercial Testing Company

(U.L.)

Family Economics 300

Reference Books on Library Reserve

1. Britton, V. Personal Finance 1968
Hg
179
B74
N.Y. American Book Co.
2. Cohen, J. and A. W. Hanson Personal Finance 1964
332
Homewood: Richard D. Irwin
H198
3. Fitzsimmons, Cleo Consumer Buying for Better Living 1967
339.42
N.Y.: John Wiley and Sons
F584
4. Gross, I. H. and E.W. Crandall Management for Modern Families 1963
647
N.Y.: Appleton Century Crafts
G91
5. Nickell, P. and J. M. Dorsey Management in Family Living 1967
640
N.Y. John Wiley and Sons
N52
6. Oppenheim, I. The Family as Consumers 1965
649.1
N.Y.: Macmillan Co.
Op5
7. Troelstrup, A.W. Consumer Problems and Personal Finance 1965
647
N.Y. McGraw Hill
T74
8. Unger, M.A. and H.A. Wolf Personal Finance 1964
332
Boston: Allyn and Bacon
Un.
9. Wilson, W.H. and E.S. Eyster. Consumer Economics Problems
339.42
Chicago: Southwestern Pub. Co.
W699

Periodicals:

1. Advertising Age
2. Agricultural Marketing
3. Better Homes and Gardens
4. Changing Times
5. Consumers Bulletin
6. Consumer Reports
7. Family Economic Review
8. Monthly Labor Review
9. Journal of Consumer Affairs
10. Journal of Home Economics
11. Journal of Marketing
12. Journal of Marriage and Family (Poverty Issue, November 1964)
13. Marketing Information (Printer's Ink previous to October, 1967)
14. Whats New in Home Economics

Films

Resource People (have talked with classes)

attorney
Realtor
Insurance Company Representative
District Social Security Office Field Representative
Director of Current Services; Office of Superintendent of Public Instruction

(students have contacted other resource people as needed for a particular project)

Other Helps from:

1. AFL-CIO Department of Community Services
2. American Bankers Association
3. American Caouncil on Consumer Information (CCI)
4. American Medical Association
5. Better Business Bureau
6. Department of Internal Revenue
7. Household Finance Corporation
8. Institute of Life Insurance
9. Merrill Lynch Pierce Fenner and Smith
10. National Committee for Education in Family Finance
11. National Foundation for Consumer Credit

HOME ECONOMICS 300
FAMILY ECONOMICS

Term Project:

Select a major money management problem for a family or individual:

1. Explore as to extent of problems among families in general.
Gather the facts.
2. Prepare materials to be used in understanding and solving the problems.
3. Conduct a pilot study with the above material to test its effectiveness.
4. Prepare a written report including all materials, procedures and conclusions.
5. Attach an organized list of resource materials used.

Home Economics 300
Fall Schedule, 1969

Room 313-AAE
1 P.M.-(Monday Float)

Date	Topic	Assignments	Special Problems
Wed. Sept. 10 " 11 " 12	Intro. Financial Experiences of of Families "	G 3-13 New Republic Sept. 7, '68 "ghetto merchants" Jl of Mktg Res Feb, '68 "soc class and life cycle"	
Tue. " 16 " 17 " 18 " 19	The Role of Consumers Economic Principles Budgeting "	G 3-24 B 14-38; 59-79 N & D 37-59 W & E 15-80, 477-586 BH & G Bulletin G 359-374	
Tue. " 23 " 24 " 25 " 26	" " Customs and Decision Making "	B 39-58 County gov't Ext. Bulle. G 59-, 73-119, 359-374	Cornell Slides
Tue. " 30 Oct. 1 " 2 " 3	Fashion & Decision Making " Ceremonial Customs Test	Changing Times Mar '69 Setting up Hskpg Costs Monthly Labor Rev. Apr '69	Special Reports
Oct. 7 " 8 " 9 " 10	Advertising " Buymanship guides "	G 162-210 H. H. Finance Bulletin	Analysis of Ads
Oct. 14 15 16 17	" " Bank Services "	W & E 175-264 American Bankers Assn.	
Oct 21 22 23 24	Test Credit " "	G 284-309 N & W 81-102 B Ch. 5 Nation's Bus. Dec '67 Pollock-Debt Clinic Wall St. Jl. Apr 16 '68 "Bankruptcy Boom" Changing Times Feb '69	Major Purchases Credit Problems
Oct. 28 29 30 31	Wise Use of Credit Insurance " "	G 429-461 F 482-509	Outside Speaker

Nov.	4	Taxes	W & E 566-
	5	"	C
	6	Savings & Investments	B 265-398
			W & H 448-520
			U & W 424- 459
	7	" "	
Nov.	11	" "	T 401-457
	12	" "	B 390-398
	13	Gov't Agencies & Consumer	P & L 423-443
	14	Legislation Aiding	W & E 111-174
		Consumer	O 274-282
			G 582-628
Nov.	18	Private Agencies Aiding	W & E 95-110
		Consumer	O 282-289
	19	Consumer Educ Problems	G 519-538
		Children-Teenagers	T 458-495
	20	Examinations	Bus Wk Dec 23, '67
	21	"	"Consumers Union Puts on Muscle"
Nov.	25	"	
	26	quarter closes	
	27	Thanksgiving	

To: President Doudna

From: Mary McElwee

Date: October 27, 1969

Home Economics 300 has been offered during the past three years with enrollments as follows:

Su. '66 - - 28 (taught by Mr. Gover)
Sp. '67 - - 24
Su. '67 - - 22 (taught by Mr. Gover)
W'67-68 - 25
Sp. '68 - - 30
Su. '68 - - 29 (taught by Mr. Gover)
F. '68 - - 28
W'68-69 - 29
Su. '69 - - 24
F. '69 - - 29

There is a request before the Council on Graduate Studies for the approval of Bus. Ed. 450, Teaching of Consumer Education. When it was first under consideration by that Council on September 16 (I could not take minutes at that meeting since the C.O.T.E. has previously called a meeting for that date) Dean Hamand reported that the members questioned the word "Teaching" in the title and asked him to contact Dr. Cooper. Then at the October 21 meeting (as reported in the minutes) no action was taken since Dr. Cooper had not yet responded to Dean Hamand's memo.

EASTERN ILLINOIS UNIVERSITY

Interdepartmental Communication

69-62

Mary
CAA Item
Bm

To President Dondna

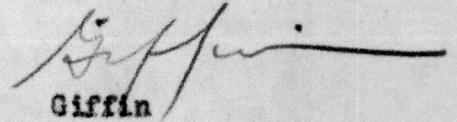
Date October 23, 1969

Subject proposed BEd 450 course

From Giffin, School of Business

In the light of Vice President Moody's request to you to veto the action of the Council on Academic Affairs with respect to the proposed Business Education course 450, TEACHING CONSUMER EDUCATION, I asked Dr. Cooper to carefully examine his motives and prepare a statement.

His statement is attached. It is pertinent to the action which has now become a controversy.


Giffin

cc Vice President Moody ✓

Memorandum

EASTERN ILLINOIS UNIVERSITY

Office of the President

TO Mrs. McElwee DATE October 24, 1969

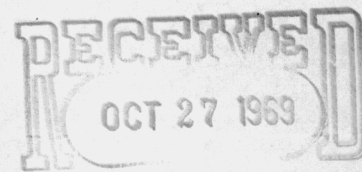
Please determine how many students have registered in the Home Ec. 300 and how often it has been offered in, say, the last three years.

Also, is there a proposal before the Council on Graduate Studies for a somewhat similar course in Business but at the graduate level. I had not noted this.

Q

Quincy Doudna
President

c



VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

MEMORANDUM

TO: Dr. Quincy Doudna, President

FROM: Dr. George K. Cooper, Head
Department of Business Education and Secretarial Studies

THROUGH: Dr. James F. Giffin, Dean
School of Business

date: October 23, 1969

1. Business education has, since development of the consumer education program by the National Association of Secondary School Principals in the 1930's, been interested in and involved in consumer education. Courses in the basic business areas, such as general business, business arithmetic, recordkeeping, business law, consumer economics, and senior business, have regularly contained a considerable body of consumer education materials. The business faculty and the business courses are an important part of the current movement into consumer education in the secondary schools of Illinois as required by Senate Bill 977. Students graduating from the business teacher education program must be fully cognizant of the role they will play in this important program and they must be prepared as competent teachers in this area as now defined by state law.

Business education is not opportunistic in assuming an important role in this developing program, but has served this area in times when administration and other interests have detracted and belittled the importance of consumer education.

2. The Department of Business Education and Secretarial Studies has maintained a reputation for producing fully qualified and well prepared teachers of business subjects. This reputation is attested to by the constant favorable comments received from principals and superintendents in seeking additional applicants from among our graduates. It is further attested to by the working relationship we have maintained through the years with master teachers willing and eager to participate in our student teaching practicum program in preference to working with student teachers from neighboring institutions. This reputation is built on a complete program of preparation of our business education students in the areas of content, educational philosophy, methods, and careful placement.

Our product has been excellent in the past; we are concerned that we maintain a position of leadership in the future. Part of this leadership has been established through personal interest and specific preparation for the teaching assignment. This special brand of educational experience makes mention of James Thompson, Earl Dickerson, James Giffin, Jane Lahey, and Roland Spaniol bring a smile of appreciation to the face of many educators throughout the state. We do not now wish to begin a program of "farming them out" to teachers who do not have this first-hand interest and obligation to these particular students as future business teachers.

COPY

RECEIVED
OCT 23 1969
VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

3. This Department has not wished to enter into a battle over this issue, believing that the statement of our interest and need as represented in our Request for Approval of New Course was a correct and true statement and that we would not need to defend that interest and need in this important area of business education. We have disdained making the following remarks but feel that we must now do so to establish our motivation in continuing to request approval of our proposed course in Teaching of Consumer Education.

The intense interest in this area of study is not "come lately" with this Department any more than it is a newly-created interest on the part of the School of Home Economics. Meeting the requirements of the Illinois Legislature for consumer education in grades 8 through 12 as provided for in Senate Bill 977 is at least equally a task of the business education area as of the home economics area. Business education courses enroll a greater percentage of the total school population than do existing courses in home economics in the secondary schools of Illinois; more boys are enrolled in existing basic business courses than in existing home economics courses, easily as many girls are enrolled in existing basic business courses as in existing home economics courses. The Superintendent of Public Instruction has assigned supervision of the implementation of the provisions of Senate Bill 977 to Miss Marilyn Metcalf, a graduate of this Department at both the bachelor and masters degree levels. Northern Illinois University has at least three courses in consumer education in the Department of Business Education; Western Illinois University has both an undergraduate and graduate course in consumer education in the curriculum of the Department of Business Education.

There is currently an intensification of interest in consumer education in home economics because of the specific inclusion of consumer education as reimbursable under the provisions of the 1968 Amendments to the Vocational Education Act of 1963 as pertains to home economics. This is known to many interested in the reimbursable vocational programs as a "last ditch stand" for continued reimbursement of the home economics programs. The interest of business educators in consumer education has never been and is not now a matter of reimbursability from state and federal funds.

4. As one who has worked closely with the Council on Academic Affairs, the Council on Teacher Education, and other advisory groups at Eastern Illinois University, I am much interested in the effectiveness--and the inefficiency--of the democratic method. I would not wish to win a decision in an honest disagreement of opinion by seeking to persuade an administrator to invoke the veto. In this particular instance, the request was approved with due consideration and with all parties to the difference of opinion being heard. In my presentation before the Council, I took care not to make promises, not to find petty issue with others, not to screen issues, nor to avoid recognition of negative aspects of my situation. Yet, the Council passed the request by majority vote. May the Department of Business Education and Secretarial Studies now have permission to carry out the preparation of well qualified business teachers in the manner designated by the faculty of the Department and as approved by those most closely involved in the program, the Curriculum Committee of the School of Business?

MEMORANDUM: Dr. Doudna
October 23, 1969
page 3

5. In making this proposal, the faculty of the Department of Business Education and Secretarial Studies chose to number the course in the 450-500 range as many business teachers now teaching in the secondary schools desire and need background for doing a better job in the areas of consumer education as prescribed by Senate Bill 977. If the Department is not to be allowed approval of this request for the undergraduate program, the need for the course as proposed still exists at the graduate level. The course referred to by Vice President Moody in his memorandum to you is numbered at the 300 level and would not be available to our graduate students. We would, therefore, request that we be permitted this course in any case if approved by the Council on Graduate Studies. In this case, we would ask that the course be designated in the 500-550 range. The Graduate Council has already asked us to drop the phrase "Teaching of" from the title.

COPY

1941 - Home Ec. 350. Consumer Education

In the catalog until the end of 1946-47 year; however, it was listed as "Omitted" from the offerings from 1944-45 through the 1946-47 catalogs.

3/25/54 - Bus. Ed. 300. Managing Personal Finances.

4/13/59 - Bus. Ed. 300 changed to Home Ec. 300. Managing Personal Finances

In 1961 catalog entitled "Finance Management"

4/9/64 - Home Ec. 300 title changed to "Family Economics"

To: President Doudna

From: Mary McElwee

Date: October 22, 1969

I appreciate the comments and criticism in your memo of October 20.

In Item II, 4, the communication referred to the request to revise the provision for auditing courses. The Council decided not to take any further action on the item and voted to table it.

I am sorry that I have no notes concerning VI, 2, (new course, Business Education 450). Dr. Swope and Dr. Copper presented their views at the October 2 meeting of the Council. During the discussions on the proposed course my impression was that some of the members felt that Bus. Ed. 450 would substantially duplicate the material covered in Home Ec. 300.

You might be interested in some of the history of the course Home Ec. 300, Family Economics. That material is enclosed.

enc.

Bus. Ed. 300. Managing Personal Finances. (4 q.hrs.)

This course provides a broad coverage of practical financial problems as it particularly applies to the managing of one's personal finances.

Not open to business education majors.

The above description and course offering was listed in the following catalogs:

1954-55	The course was approved by the old Curriculum Committee
1955-56	on March 22, 1954.
1956-57	
1957-58	
1958-59	

Then Bus. Ed. 300 was changed to Home Ec. 300 with the same title and same description. It appeared in the following catalogs: (approved by Cur. Com. on April 13, 1959)

1959-60
1960-61

Then Home Ec. 300 had a title change to "Finance Management" and the description was changed slightly to: "A broad coverage of practical financial problems applied to the managing of personal and family finances." Catalogs:

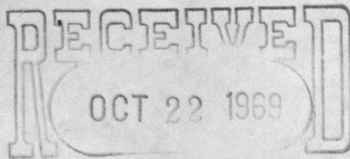
1961-62
1962-63
1963-64

Then Home Ec. 300, Finance Management, had another change of title to "Family Economics" by action of C.O.A.A. on April 9, 1964. This was the same date that Home Ec. 350 was deleted. The course description was rewritten and carried essentially the same in the following catalogs:

"A study of the factors affecting family financial management, including the influence of economic conditions on the welfare of families. Investments and savings; use of credit; insurance, and various types of family accounts are included."

1964-65
1965-66
1966-67
1967-68
1968-69
1969-70

(I checked back to the source material on this action by the C.O.A.A. and this is what the Home Ec. Dept. actually requested; but I would guess that what they really wanted was the deletion of Home Ec. 300 and a change in title for Home Ec. 350 with a new description.)



EASTERN ILLINOIS UNIVERSITY

Interdepartmental Communication

69-62
[Signature]

VICE PRESIDENT FOR INSTRUCTION
To Vice President Moody

Date October 20, 1969

EASTERN ILL. UNIVERSITY

Subject "family economics/ personal finances" From Giffin

I checked the catalogues for the University during the years 56-57, 57-58, 58-59 at the Library. I found the following course listed each of those years under Business Education:

BEd 300 MANAGING PERSONAL FINANCES.

The course was "not open to business education majors," and though I did not copy the information down, I noted in at least one catalogue it indicated the course was omitted that year. I suspect it was omitted each of the years it was assigned to Business Education, for I can't remember that it was offered as a business education course.

There's some difference between "Family Economics" and "Managing Personal Finances." The former is broader than the latter. Apparently Dr. Swope was partly correct.

[Signature]
Giffin

COPY

CAA ITEM

For the information of _____

EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS



Dean Swope
Dean Giffin

October 17, 1969


I have a recommendation from Vice President Moody that I not concur with the action of the Council on Academic Affairs in approving a new course entitled "Business Education 450."

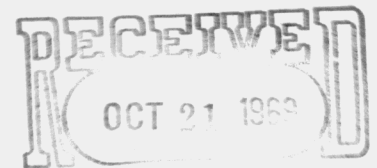
As background I am taking the liberty of making a copy for each of you of the memorandum from the Vice President.

Should either of you wish to set forth your views before I decide what action to take, I should appreciate hearing from you.

Quincy Doudna
President

w
enc.

cc: Vice President Moody 
Dr. Connelly



VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

fm

M E M O R A N D U M

TO: President Doudna

FROM: Mary Ruth Swope, Dean *Mary Ruth Swope*
School of Home Economics

RE: Business Education 450 - Teaching of Consumer Education

DATE: October 17, 1969

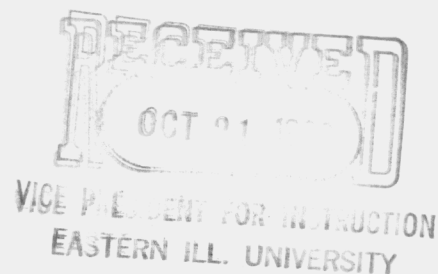
On the grounds that the Council on Academic Affairs has clearly voted against the principle of non-proliferation of courses on our campus, I appeal their ~~decision~~ that recommends approval of Business Education 450 - Teaching of Consumer Education.

Very briefly, my justification for this appeal is on the following basis: 1) The School of Home Economics has offered a course in Consumer Education since the late 1930's. The first course outline brought to us for perusal by Dr. George Cooper and Dr. Dayton Chase, as a matter of fact, was an almost identical replication of our present Home Economics 300. Their revised and final proposal contains approximately a 60% overlap with our course content. 2) Our course is designed to prepare secondary school teachers to meet the needs of secondary school pupils in the area of consumer education. This is the purpose of Business 450.

I feel, therefore, that our course should serve all students on campus who need a beginning course in consumer education.

I will be happy to give you additional information if you would like.

cc: Vice President Moody
: Dr. Cooper
: Dr. Steinmetz



EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: President Doudna

Date: 16 October 1969

By a vote of 5 to 4 the Council on Academic Affairs today approved a new course, Bus. Ed. 450, Teaching of Consumer Education (part of Agenda Item 69-62). I do not agree with this action of the CAA for the following reasons:

- a. The Bus. Ed. course appears to me to have excessive overlap with another course, Home Ec. 300, Family Economics, and parts of various other courses in Home Economics. In fact, Home Ec. 300 should properly be titled Consumer Education. (It was originally titled Finance Management.) If the Department of Business Education wishes such a course required in its curriculum, it should merely specify Home Ec. 300 as a requirement.
- b.. I sincerely doubt that the title of the Bus. Ed. 450 course deserves four credit hours. If a course in the teaching of consumer education is really necessary then it seems to me that the ideal solution would be a 4 qtr. hr. course in the teaching of consumer education with the first course being a prerequisite for the second.

Therefore I recommend that you not accept the CAA recommendation to approve Bus. Ed. 450.

m

*For
CAA
meeting*

M E M O R A N D U M

TO: Vice President Moody

FROM: Dr. Mary Ruth Swope, Director *Mary Ruth Swope*
School of Home Economics

ABOUT: Re-Labeling Our Present Home Economics 300 Course

DATE: October 7th

It seems appropriate for me to tell you that the only reason the staff of the School of Home Economics has not already made a request to the Council on Academic Affairs to change the title of Home Economics 300, Family Economics, back to its original title of Consumer Education is because very soon we will be presenting a whole package of curriculum changes for their consideration.

It seems to me that if the Council were to act favorably upon this request it would be even more inappropriate for the Business Education Department to have a course entitled Consumer Finance Education.

Thank you for making this information available to the Council on Academic Affairs.

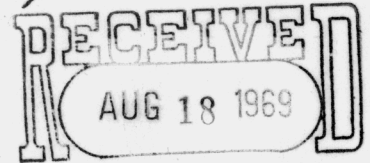
S/m
cc: ~~Dr. Lee Steinmetz, Chairman~~
CAA

RECEIVED
OCT 9 1960
VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

69-62

CAA item

M E M O R A N D U M

VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

TO: Mr. George Cooper, Head
Department of Business Education
and Secretarial Studies

FROM: Dr. Mary Ruth Swope, Director *MRS*
School of Home Economics

ABOUT: Your Request for a New Course in Business Education

DATE: August 14, 1969

Going contrary to the wishes of several of my staff, I have decided not to present arguments against the approval of your Business Education 450 - Consumer Finance Education. We all can sight illustrations of winning battles but loosing the war!

I do, however, want to go on record as believing your new course proposal is a definite proliferation of courses. The subject is broad enough, of course, to make several courses possible; however, it seems to me that the basic concepts would be essentially the same for your business majors as for home economics majors if we are to prepare them to teach Consumer Education in the secondary schools of Illinois as is required now by Senate Bill 977. Your argument of making a great deal of the content into methods is not a valid one either, in our estimation. It is not possible to have a methods of teaching every subject that is required in the secondary school curriculum.

In addition to being a course proliferation, I also believe in the principle of interdisciplinary work. It is obvious to me that no state can support every desirable course and that departments should be looking to each other for their strengths and should be using each other's present offerings. I guess it hurts my pride that the Department of Business Education does not feel the School of Home Economics course in Family Finance is "good enough" for their Business students. After all, our goals for Family Finance are exactly the same as those you state for Business 450 -- we also are preparing teachers for the teaching of consumer economics in the secondary schools of Illinois.

In the five year plan which I submitted to the Vice President a few months ago, we have proposed a Consumer Affairs major at sometime in the near future. I would like very much for this to be an interdisciplinary major with the School of Business, the Department of Economics, and the School of Home Economics. When staff has had time to finalize our proposal, I will be contacting you -- seeking your cooperation in offering certain courses in the Consumer area which we do not feel qualified to teach. We believe that some new courses of this nature could service a wide range of majors.

cc: ✓ Vice President Moody
Dr. Jim Giffin

TO: The Council on Academic Affairs
The Council on Teacher Education

FROM: Dr. George K. Cooper, Head
Department of Business Education and Secretarial Studies

DATE: July 14, 1969

REQUEST FOR APPROVAL OF NEW COURSE

45, consumer ED (16)

1. Catalog Description

Business Education 450 - Teaching Consumer Education. Every Quarter
(4 q. hrs.) TCHG CONS EDUCA

A study of major concepts and principles of wise consumption of consumer goods and services with special emphasis and relationship to the problems of teaching such competence as a part of the business education curriculum.

2. (a) Purpose of the Course

- (1) To teach basic personal finance and consumer economic concepts which will assist the prospective business teacher to be aware of the problems of the consumer and to be cognizant of the various practices and agencies available to the consumer for protection.
- (2) To make the student aware of the implications of Senate Bill 977 which amends the School Code of Illinois to require "instruction in consumer education, including but not necessarily limited to installment purchasing, budgeting, and comparison of prices."
- (3) To give specific assistance to the business teacher education student in planning units of study, in selecting student activities and text materials, and familiarization with specific teaching techniques applicable to this teaching area.

(b) Need for the Course

Business Education has, since development of the consumer education program by the National Association of Secondary School Principals in the 1930's, been interested in and involved in consumer education. Courses in the basic business areas such as General Business, Business Arithmetic, Recordkeeping, Business Law, Consumer Economics, and Senior Business have regularly contained a considerable body of consumer education materials. The business faculty and the business courses are an important part of the current movement into consumer education in the secondary schools of Illinois as required by Senate Bill 977. Students graduating from the business teacher education program must be fully cognizant of the role they will play in this important program and they must be prepared as competent teachers in this area as now defined by State Law.

Business Education is not opportunistic in assuming an important role in this developing program, but has served this area in times when administration and other interests have detracted and belittled the importance of consumer education.

(c) Date to be effective

Summer 1970

Request for Approval of New Course

Business Education 450 - Teaching Consumer Education

(d) Required

Required in the major in business under the Bachelor of Science in Education degree program.

Required in the general business option for the minor in business of the Bachelor of Science in Education degree program.

(e) Elective

This course would be elective for any other student interested in the problems of teaching consumer education at the secondary school level.

This course would be available as a part of the business education major under the Master of Science in Education degree program in order to qualify teachers presently in the field for participation in the program as required by Senate Bill 977 and The School Code of Illinois.

3. Outline of the Course

The Consumer Education program in grades 8 through 12 as required by Senate Bill 977 and The School Code of Illinois	1 day
--	-------

Integration of Consumer Education as an important aspect of the Business Education Curriculum	2 days
---	--------

School and Community Resources available to the teacher of Consumer Education	3 days
---	--------

Topics and specific content of which business teachers must have mastery for effective teaching of Consumer Education

General principles of consumer purchasing	2 days	
Techniques of budgeting and money management	4 days	
Proper utilization of consumer credit	4 days	
Buying goods and service for consumption	4 days	
Planning for leisure time, money, and energy	4 days	
Estate planning	3 days	
Risk sharing for the individual and family group	3 days	
Planning for savings and investments	3 days	
Consumer taxes	2 days	
Consumer rights and responsibilities	2 days	31 days

Resource materials, including tests and reference materials, pamphlets, leaflets, and kits, periodicals, charts, films, filmstrips, and slides	4 days
--	--------

Specific teaching methods for consumer education in the business curriculum will be emphasized throughout the course.

4. (a) Type of Instruction

Lecture, discussion, library research, community visitation, student-teacher cooperative planning, team teaching, video-tape practice teaching.

Request for Approval of New Course
Business Education 450 - Teaching Consumer Education

(b) Texts and Supplementary Materials

A comprehensive list of texts, reference materials, pamphlets, leaflets, kits, periodicals, charts, films, filmstrips, and slides will be utilized both for content and as suggested teaching materials.

5. Justification of Level

Many of those who have graduated from our undergraduate program are involved in the consumer education curriculum in the secondary school in which they are employed. The Office of the Superintendent of Public Instruction has indicated that eventually all teachers involved in the consumer education program will be expected to have completed a course such as is here proposed.

This is a developing area of public education. The materials and teaching methods are changing very rapidly as the secondary schools of the state get into implementation of the Senate Bill 977. This course needs to be taken by the student as close to his student teaching and teaching experience as possible in order that materials and methods may be fresh, up to date, and commensurate with the actual practices of the public schools.

It seems important to offer this course at the 450 level.

6. Similarity to Existing Courses

The proposed course is intended to be one in which concern with teaching methods, curriculum development, and unit lesson planning are integrated with the content. The School of Home Economics has a course, Home Economics 300 - Family Economics, which has been planned and taught from the viewpoint of wise consumption and the importance of personal planning and know how. The Department of Business Education presents Business Education 450 as a unique course, specifically planned for business teachers, to integrate consumer education as required by Public Law 977 into the existing business education program at the secondary school level.

7. Assignment

Dr. Dayton Chase and Mr. Thomas Elliott (Mr. Elliott is joining our staff next fall upon completion of his doctoral program at the Colorado State College).

8. Articulation

It is not expected that a course at the junior college level would have the teacher education content that is planned as an integral part of this course.

9. Approved by the Faculty of the Department of Business Education and Secretarial Studies on April 24, 1969.

Approved by the Curriculum Committee of the School of Business on July 7, 1969.

Director Swope

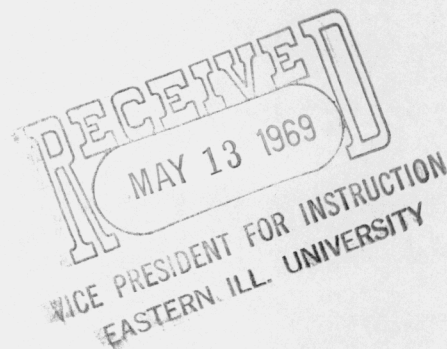
20 May 1969

Thank you for the memo you sent on double listing of courses. I would have no objection to double listing a course provided both departments involved agreed to the double listing, proposed such listing to Council on Academic Affairs, and Council on Academic Affairs approved. I think only a single department could be responsible for the administration of the course.

Your objections to Business 450 should be brought to the attention of Council on Academic Affairs when the course reaches that Council. Hopefully you and Dr. Cooper can straighten this out before then, however.

pm

M E M O R A N D U M



TO: Vice President Moody

FROM: Dr. Mary Ruth Swope, Director
School of Home Economics

Mary Ruth Swope

DATE: May 12, 1969

ABOUT: Double Listing of Courses

Without a great deal of searching, we were able to find double listing of courses in 7 catalogues. They are as follows:

Pennsylvania State University

A Consumer Education course was listed under two departments. A Development throughout Adulthood course was listed in two departments. (Home Economics and Psychology)

Several sociology courses were double listed with other departments - Education, Journalism, Labor Management and Religion.

University of Utah

Marriage and Family Relations was double listed with Sociology.

Southern Illinois University

Double listings were found in both undergraduate and graduate courses. For example, Educational Administration was double listed with Philosophy; History was double listed with Government.

Brigham Young University

A number of Sociology and Psychology courses had double listings.

Eastern New Mexico University

A course, Methods in Social Research, was double listed with Home Economics and Sociology. A Problems of the Family course was also double listed in those departments. There were a number of courses in this university double listed between Education and Psychology and Speech and Psychology.

Indiana University, Indiana State University and the University of Illinois
also have examples of double listings.

You will notice in our staff minutes of May 8th that Dr. Smith and I had a conference with Dr. George Cooper and Dr. Dayton Chase of the Business Education Department to discuss their new proposal, Business 450 - Consumer Finance Education. The content of this course is exactly and precisely the content of our Home Economics 300. I feel very adamant about their being able to get their

new course approved in an area in which Home Economics has been serving on this and other campuses for years. Their argument is that they are spending about 50% of the course time on methods of teaching with the idea that there will be a large percentage of boys in their class. My argument is that 10 weeks is a small enough time for a young teacher to get content for such a course and that her ingenuity and experience at teaching can help her to adjust the subject matter to the students at their own level of comprehension and interest. I am, therefore, very strongly against their being able to get approval for this new course.

Let me hasten to add that Dr. Smith is very willing to work with them to adjust our course to meet their needs, should they be interested. As a matter of fact, it could even be team taught probably to the advantage of both groups. Certainly our students are taking the course for the very same purpose that they want to offer it -- to serve the needs of prospective secondary school teachers.

Perhaps this would be the perfect example of the first step we could take in double listing a course. I would appreciate your reaction to this idea.

MEMORANDUM

To: Council on Academic Affairs
From: R. White, Department of English
Subject: Council Agenda Item 69-89: Journalism

26 November 1969

*did not
pass - 12-18-69*

Since there appears to be some doubt as to the competence of the Council on Academic Affairs to approve the establishing of new departments, and since the need for a Major in Journalism remains urgent, I have consulted with the appropriate staff in English and make the following request concerning Council Agenda Item 69-89.

- I request (1) That the Council divide the issue and table the proposal for a separate Department of Journalism while Vice President Moody determines proper procedural approaches;
- (2) That the Council proceed immediately with consideration of the proposal for three new courses in Journalism; and
- (3) That the Council proceed immediately with consideration of the Proposal for a Major in Journalism, with two modifications in that Proposal:
- (a) Because of Council action on 13 November approving deletion from the catalogue of the course Political Science 363 (Problems in State and Local Government), please substitute for Political Science 363 in the proposed Requirements for a Journalism Major the course Political Science 260 (State and Local Government); and
 - (b) Under the heading Electives, the first sentence should be extended to read as follows (with the addition here underlined for clarity): "Four upper-division courses from the College of Letters and Science, to be approved by the Journalism advisor." The second sentence should remain unchanged.

I take this opportunity to declare that the above requests are made solely in the interest of expediting implementation of a Major in Journalism, and should in no sense be taken to imply doubt as to the desirability of a separate Department of Journalism.

Finally, on a matter of less official importance but of considerable private interest to various members of the Department of English, I take this opportunity to protest the use in the Council Minutes of 13 November 1969, Section IV, the term instigators; as Webster's Seventh New Collegiate Dictionary points out, the term "often connotes underhandedness or evil intentions."

I very much hope the word choice was not a "Freudian slip."

R White

Memorandum

EASTERN ILLINOIS UNIVERSITY

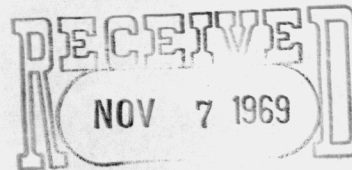
Office of the President

TO Vice President Moody DATE November 6, 1969

I believe that the proposal for a Department of Journalism and the proposal for a major should be entirely separate. In fact, it seems awkward for the English Department to present a proposed major when it is, in effect, saying that the whole program does not belong in the department. I would suggest that the action on the proposed new department precede action on the major and let the new department review and then recommend a major if it wishes. I assume, of course, that those who would be in the new department have had a major part in developing the proposal for the major, but still believe that completely separate and sequential consideration should be given.

I might note in the second page of Dr. White's memorandum under item B-1, the reference to statements from a number of area journalists immediately followed reference to a long-time recommendation that a major be established. I was led by this association of statements to assume that the journalists were supporting this view. When I looked at the statements, I found that only two of seven even mentioned a major.

Q
Quincy Doudna
President



VICE PRESIDENT FOR INSTRUCTION
EASTERN ILL. UNIVERSITY

69-89

EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois 61920

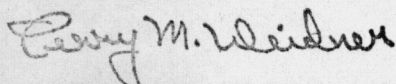
DATE: Agenda No. 69-50
November 3, 1969

TO: Dr. Peter Moody, Vice-President for Instruction
FROM: Curriculum Committee, College of Letters and Science
THROUGH: Dean, College of Letters and Science

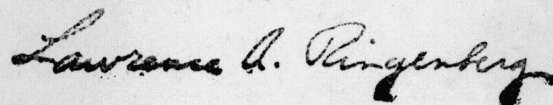
PROPOSAL

FROM: English Department
DATE OF PROPOSAL: October 15, 1969
DATE RECEIVED: October 22, 1969
SUBJECT: Proposal for a separate Department of Journalism
DATE(S) CONSIDERED: 10-23-69; 10-30-69
ACTION: It is recommended that this proposal be accepted. 10-30-69
RECORD OF ACTION: Minutes of meeting 10-30-69

For the Committee:


Terry M. Weidner
Chairman

Recommend Approval:


Lawrence A. Ringenberg
Dean, College of Letters and
Science

sa

69-89

EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois 61920

DATE: Agenda No. 69-51
November 3, 1969

TO: Dr. Peter Moody, Vice-President for Instruction
FROM: Curriculum Committee, College of Letters and Science
THROUGH: Dean, College of Letters and Science

PROPOSAL

FROM: English Department
DATE OF PROPOSAL: October 15, 1969
DATE RECEIVED: October 22, 1969
SUBJECT: Proposal for a Major in Journalism, B.A. and B.S. degrees.
DATE(S) CONSIDERED: 10-23-69; 10-30-69
ACTION: It is recommended that this proposal be accepted. 10-30-69
RECORD OF ACTION: Minutes of meeting 10-30-69

For the Committee:

Terry M. Weidner
Terry M. Weidner
Chairman

Recommend Approval:

Lawrence A. Ringenberg
Lawrence A. Ringenberg
Dean, College of Letters and
Science

69-89

EASTERN ILLINOIS UNIVERSITY
Charleston, Illinois 61920

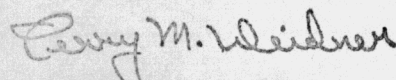
DATE: Agenda No. 69-52
November 3, 1969

TO: Dr. Peter Moody, Vice-President for Instruction
FROM: Curriculum Committee, College of Letters and Science
THROUGH: Dean, College of Letters and Science

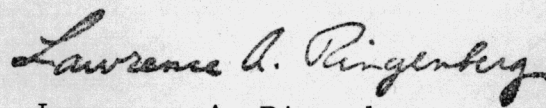
PROPOSAL

FROM: English Department
DATE OF PROPOSAL: October 15, 1969
DATE RECEIVED: October 22, 1969
SUBJECT: Proposal for three new courses, Journalism 313, 314, 315.
DATE(S) CONSIDERED: 10-30-69
ACTION: It is recommended that this proposal be accepted. 10-30-69
RECORD OF ACTION: Minutes of meeting 10-30-69

For the Committee:


Terry M. Weidner
Chairman

Recommend Approval:


Lawrence A. Ringenberg
Dean, College of Letters and
Science

69-89
(3 items)

MEMORANDUM

To: Council on Academic Affairs
Through: Letters and Science Curriculum Committee
From: R. White, Department of English

15 October 1969

Last year the Department of English approved and sent to the faculty councils three new courses in Journalism. A variety of council responses persuaded us to recall the courses, and after study of allegedly similar courses in other departments, we somewhat modified the three courses.

However, the English Department concluded from the nature of the reaction by faculty councils that a Journalism major ought be proposed now along with the three courses, and that we should go one step further and recommend separation of the Journalism program from the English Department and creation of a Department of Journalism.

Thus, this cover letter accompanies

- A. A Proposal for a separate Department of Journalism, 69-50
- B. Proposal for a Major in Journalism, B.A. and B.S. degrees, 69-51
- C. Proposals for three new courses: Journalism 313, 314, 315, 69-52
- — — — — Approved — — — — —
- A. A separate Department of Journalism:

The present Journalism program is in an equivocal position. It includes the offering of a minor in Journalism, and advisorship of the three student publications. It is placed in the Department of English presumably for budgetary reasons, yet its primary activity, perhaps, is at the expense of appropriations from student fees. The staff in Journalism is appointed by and a part of the Department of English, yet the English Department controls neither the content and methods of Journalism courses nor the performance of Journalism-oriented students working with student publications. With a full-fledged department as parent figure, the student publications, especially the newspaper, would be much more likely to be come fully effective organs than they are under the present divided structure. Lack of department status has left the Journalism courses with inadequate class-room space (Pemberton Hall basement) and the publications program with inconsistent and divided long-term guidance.

Journalism is, after all, a different discipline from English, perhaps no more relevant to English than, say, to Political Science, and surely less relevant than to general public relations. The staff in Journalism has been expected to teach English composition courses as well as journalism courses, and staffing for the two disciplines at once is not only difficult but inefficient.

APPROVED BY
CURRICULUM COMMITTEE,
COLLEGE OF LETTERS AND SCIENCE
DATE: 10/30/69
CHAIRMAN: Perry M. Windsor

Furthermore, if a major in Journalism is to be approved, as requested below, surely it should be a departmental major, not a mere subsidiary of the large body of English majors. I know of no precedent for two majors in two different disciplines being offered in the same department.

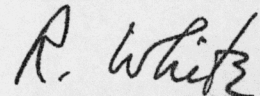
Therefore, the Department of English formally proposes that a Department of Journalism be established, preferably within the College of Letters and Science, and that the new Department assume responsibility for all courses in the field, as well as responsibility for all student publications.

B. A major in Journalism: We propose a major in Journalism for four clear reasons:

1. First of all, the Advisory Council on Journalism (professional journalists of the area and public school personnel) have for some time recommended that a program for majors be established. Copies of statements from a number of area journalists and journalism educators are attached.
2. The state, and particularly this area of Illinois, needs trained journalists, journalists with broader training than is indicated by a minor in the program. It may be true that the best journalists are to be found in students who have studied literature, political science, history, or even philosophy; but these men will, if they move into journalism, gravitate to the great cities. Great journalists do not come to small towns or even to middle-sized towns of Illinois. For the communications media in non-metropolitan America, professionally trained journalists are needed, men with full vocational and academic training in journalism and general education.
3. There is a present demand for such a program, with some sixty students involved at one level or another in our present Journalism program, of which number a large percentage have expressed interest in taking a major in Journalism.
4. Our present program needs the major to retain its best students, and therefore to develop its full potential; the better Journalism students here tend to wish to transfer to institutions offering the bachelor's degree in journalism, and some do not come to Eastern at all.

C. Three new courses: See attached proposals.

The proposals for a major in Journalism and a separate Department of Journalism were approved by formal vote of the Department of English (33-6) on 14 October 1969.



Robert F. White,
Department Head

STATEMENTS ON THE EASTERN ILLINOIS UNIVERSITY
JOURNALISM MAJOR

HARRY HILLIS, JR. — Editor, Olney Daily Mail

I believe a good liberal arts background is essential to the Eastern program. A good reporter should be able to write special types of stories, such as editorials or features. Special training is helpful also.

PAUL DAVIS — News Director, WCIA Television, Champaign

The broader the base the better. Too many required courses above the junior level have hindering effect. (The Eastern program does not *require* any course number 400. It strongly suggests liberal arts courses on this level.)

LAWRENCE E. SAWYER, JR. — Editor, Terre Haute Star

The aim to prepare the student to understand and to report (at the same time) public affairs, with enough "vocational" training so he or she would be of some value from the start to the employer is a good one. The intelligent person will get on well with a sound liberal arts education as proposed.

ED JENSION — Editor, Beacon-News, Paris.

In my opinion, students need such a major as this one in fundamental background and only a minor percentage in the mechanical techniques of journalism. They can get "mechanics" on the job, but it is seldom that they can pursue the "background" after graduation.

K. V. LEWIS, — Editor, Robinson News

There is demand for many more reporters than are being graduated, particularly men. Eastern will be offering a needed program by having a journalism major.

ROBERT E. BEST — Publisher, Moultrie County News, Sullivan

Newspaper management should be emphasized to give the student an idea of total newspaper impact. Local government too often is forgotten.

MARTIN J. GAGIE — Editor, Commercial-News, Danville

Eastern should graduate journalists, men and women who know the basic tools and can be put to work at least on the more routine assignments. Too many J-Schools graduate men and women who are long on theory, short on the practical aspect. Eastern's program should combine these two.

To: Council on Academic Affairs

15 October 1969

Through: Curriculum Committee
College of Letters and Science

From: English Department

Subject: Proposal for Major in Journalism, B.A. and B.S. degrees: An interdepartmental major.

General Requirements

Same as those for the B.S., B.A. degrees

Major Requirements (61 qtr. hrs. Total) — ?

Speech 140 (Parliamentary procedure)	1 qtr. hr.
260 Political Science 368 (Problems in State and local govt.)	4 qtr. hrs.
Political Science 452 (Supreme Court and civil rights)	4 qtr. hrs.
Industrial Arts 315 (Graphic arts)	4 qtr. hrs.
Sociology 368 (Public opinion and propaganda)	4 qtr. hrs.
Journalism 210 (History)	4 qtr. hrs.
Journalism 211, 212 (News writing)	8 qtr. hrs.
Journalism 310 (Editing)	4 qtr. hrs.
Journalism 312 (Feature writing)	4 qtr. hrs.
Journalism 313* (News photography and make-up)	4 qtr. hrs.
Journalism 314* (Ethics and law of the press)	4 qtr. hrs.
(* New course)	

45

Electives (16 qtr. hrs.)

Four upper-division courses from the College of Letters and Science. Especially recommended are Philosophy 330 and any course in American literature.

16

to be approved by the
Journalism advisor.

Total — 61 qtr. hrs.

Approved by Department of English on 14 October 1969.

g. 311 to be J.

R. White

To: Council on Academic Affairs
Through: Curriculum Committee
College of Letters and Science
From: English Department
Subject: Request for new course in Journalism

15 October 1969

1. 313. News Photography and Make-up. (4-0-4) F

The techniques of news photography, with practice assignment of news-photos, and of newspaper and magazine make-up. Prerequisite: Journalism 310 or consent of instructor.

2. (a.) Purpose of this course is to train students interested in the mass media to use photographic equipment normally found available for weekly and daily newspapers, T.V. stations, and advertising agencies, and to lay out various types of newspaper and magazine pages.

(b.) The Advisory Council on Journalism, composed of professional ^Rjournalists, has strongly recommended the addition of this course at the earliest possible time.

(c.) The course is to become effective Fall, 1970.

(d.) The course will be a required course in the proposed journalism major, B.S. and B.A. degrees.

(e.) The course is an elective in any other curriculum.

3. GENERAL REQUIREMENTS: Each student will be expected to submit at least seven photographic assignments. Mid-term and final examinations will be given.

TYPICAL CLASS ASSIGNMENTS:

1. What are the necessary elements to make a news photograph and ten layouts?
2. How do you compose a photograph?
3. How do you shoot...?
4. How to use a camera.
5. Darkroom procedures.
6. Photography for the local T.V. station.
7. Special effects with a camera.

TYPICAL NEWS PHOTOGRAPHY ASSIGNMENTS:

1. BUILDING. Your editor has assigned you to get a photograph of one of the campus buildings to depict the campus scene for a feature on the anniversary of the University.
2. STUDENT OR FACULTY LEADER. Your editor has assigned you to get a mug shot of a campus leader for use as a one-column cut.
- 4.a. Lecture, discussion, demonstration and laboratory instruction will be used.
- b. Press Photography by Robert B. Rhode and Floyd H. McCall will be the text, along with Functional Newspaper Design by Edmund Arnold.
- c. The student will be expected to complete a minimum of seven assignments in news photography and ten assignments in layout. He will furnish his own photographic supplies.
5. Basic college courses are needed prior to enrollment in this course.
- 6.a. The course is similar to one in Chemistry, recently dropped from the catalog, and to Education 484 (Photography in Audio-visual Education).
- b. Education 484 is designed primarily for graduate students interested in teaching materials, and does not satisfy the needs of Journalism students.
- c. Consultation has been held with the representative of the Department of ~~Chemistry~~ and the Faculty for Professional Education.
7. Daniel E. Thornburgh will teach this course.
8. This course is not normally offered by junior colleges.
9. This course was approved by the English Department on 11 December 1968.
10. This course was approved by the Curriculum Committee, College of Letters and Science, on 22 January 1969.

R. White

To: Council on Academic Affairs

15 October 1969

Through: Curriculum Committee
College of Letters and Science

From: English Department

Subject: Request for a new course in Journalism

1. 314. Ethics and Law of the Press. (4-0-4) S.

A study of the ethical and legal responsibilities of the American journalist. Prerequisite: Journalism 310, or consent of instructor.

2. (a.) Purpose of this course is to acquaint the students with the responsibilities of a journalist in recording the news according to the legal, moral, and ethical requirements. This course is a basic one in journalism programs.

(b.) The Advisory Council on Journalism, composed of professional journalists, recommended that the University add this course to its journalism program.

(c.) This course is to become effective Spring, 1971.

(d.) The course will be a required course in the proposed journalism major for B.A. and B.S. degrees.

(e.) The course is an elective in any other curriculum.

3. GENERAL REQUIREMENTS: Each student will be **expected to submit four projects**: (1) a detailed study of a libel case to be assigned; (2) a "term paper" on an aspect of the law and the press to be assigned; (3) a paper analyzing the state of ethics in American journalism today; and (4) an oral report on the ethical responsibilities of the American Journalist.

TYPICAL CLASS ASSIGNMENTS:

1. The legal definition of libel: libel vs. slander.
2. What are "actionable words"?
3. When, where, and how can defamation be committed?
What is the Illinois law on defamation?
4. What are the defenses against libel?
5. The important libel cases for the journalist.
6. What is the legal process for criminal action?
7. What are the legal limitations of the press in the coverage of a crime? Of a trial?
8. Ethics of today's journalist and how they developed.
Formal and informal.
9. Responsibilities to various publics of today's journalist.
10. What is "wrong"?

314. Ethics and Law of the Press

Page two

4. (a.) Lecture and discussion will be the method of instruction.
(b.) What You Should Know About Libel and Slander by Michael Mager will be the basic text.
(c.) The student in the course will be required to do some research in legal documents and books on libel cases. He will also be required to conduct an interview with a libel lawyer or editor on the subject of libel. He will also discuss the responsibilities of the press with a member of another profession and report on his interview.
5. This course is designed for relatively mature third and fourth year students.
6. (a.) This course is unlike any other course in the catalogue.
(b.) No justification needed.
(c.) Consultation has been held with Mr. Hollister in Political Science.
7. Daniel E. Thornburgh will teach the course.
8. A junior college would not offer this course.
9. This course was approved by the English Department on 11 December 1968.
10. This course was approved by the Curriculum Committee, College of Letters and Science, on 22 January 1969.

R. White

To: Council on Academic Affairs

15 October 1969

Through: Curriculum Committee
College of Letters and Science

From: English Department

Subject: Request for new Course in Journalism

1. 315. Fundamentals of Public Relations. (4-0-4) W

Theory and practice of publicity and public relations.

2. (a) The purpose of this course is to train students from all disciplines in the operation and functions of public relations. The physical education, business, and music-education majors should find this course helpful.
- (b) In addition to assisting the journalism student in preparing for a public relations career, this course will aid the public school administrator, and the business entrepreneur, the coach, the home economist, and others in the achievement of communication with their respective publics.
- (c) The course is to become effective Winter 1970.
- (d) The course is not a required course in any curriculum.
- (e) The course is an elective in any curriculum.
3. GENERAL REQUIREMENTS: Each student will be expected to do a case study of a successful public relations program to be assigned and to prepare a public relations program for a small business, school district, or similar venture. A mid-term and a final examination will be given.

CLASS OUTLINE:

1. What is public relations (a workable definition)?
2. What is the history of public relations?
3. Where in the organizational chart does the public relations director fit?
4. What is the duty of the public relations department in:
 - a. Communications (internal and external)
 - b. Publicity
 - c. The press
 - d. Radio and television
 - e. Advertising
 - f. Research
 - g. Public speaking
 - h. Graphic Arts?

315. Fundamentals of Public Relations
Page two

5. What are the divisions of public relations:
 - a. Government relations
 - b. Consumer relations
 - c. Community relations
 - d. Trade (professional) relations
 - e. Board of Directors (Board) relations
 - f. Management relations
 - g. Special Public relations
 6. What are the common errors in public relations?
 7. The organization of a successful public relations program.
-
4. (a.) Lecture-discussion will be the method of instruction used.
(b.) Effective Public Relations by Cutlip (Prentice-Hall) will be the text.
(c.) The student in the course will be expected to design a public relations program for a local business or educational unit.
 5. Course materials require the relative maturity of upper-division students.
 6. (a.) No other course in the catalogue is similar.
(b.) No justification is needed.
(c.) No consultation was necessary.
 7. Daniel E. Thornburgh will teach the course.
 8. This course would not be offered in a junior college.
 9. This course was approved by the English Department on 11 December 1968.
 10. This course was approved by the Curriculum Committee, College of Letters and Science, on ~~22 January 1969~~.

R. White

EASTERN ILLINOIS UNIVERSITY

Interdepartmental Communication

RECEIVED
MAY 20 1969
Jm

To Mr. Joe Connelly, CAA

Date 19 May 1969

Subject Agenda Item 69-17

From R. White, English VICE PRESIDENT FOR INSTRUCTION
EASTERN ILLINOIS UNIVERSITY

I request that the New Course Proposals for Journalism 313, 314, and 315, listed on the Council Agenda as Item 69-17 (tabled by Council action of 17 April 1969) be returned to the Department of English for reconsideration. The reconsideration will include possible modifications in the three courses, as well as the advisability of presenting these courses or their equivalent in conjunction with a proposal for a Major in Journalism.

RW/h

cc Vice President Moody ✓
Mr. Thornburgh

R. White

Effective 7. '70

69-17

Tabled - 4-17-69

Dept. of Eng. recalled 5/19/69

To: Curriculum Committee, College of Letters and Science

From: Lee Steinmetz, Chairman, Curriculum Committee, English Department

Date: December 10, 1968

Subject: Proposals for three new courses in journalism

Attached you will find proposals for three new courses in Journalism:

Journalism 313, 314, and 315, which the English Department wishes to submit to you for your consideration. These courses were approved by the English Department at a staff meeting on December 10, 1968.

69-1

APPROVED BY
CURRICULUM COMMITTEE,
COLLEGE OF LETTERS AND SCIENCE

DATE: 1/22/69

CHAIRMAN: Mary Jo Reed

To: Curriculum Committee, College of Letters and Science
From: English Department
Subject: Request for new course in Journalism.

Date: December 10, 1968

1. 313. News Photography. Fall (4 q. hrs.)

A study of the techniques of news photography, with practice in the actual assignment of newsphotos. Actual practice in the use of the camera and the darkroom. Photographic supplies are to be furnished by the student.
Prerequisite: None.

2. (a) Purpose of this course is to train students interested in the mass media in how to use photographic equipment normally found available for weekly and daily newspapers, T.V. stations, and advertising agencies.

(b) The Advisory Council on Journalism, composed of professional journalists, has strongly recommended the addition of this course at the earliest possible time.

(c) The course is to become effective Fall, 1970.

(d) The course is not a required course in any curriculum.

(e) The course is an elective in any curriculum.

3.

GENERAL REQUIREMENTS: Each student will be expected to submit at least seven photographic assignments. Mid-term and final examinations will be given.

TYPICAL CLASS ASSIGNMENTS:

1. What is a camera? (Chapter 2, What Makes a Photograph?)
2. What are the roles of speed and light? (Chapter 2, continued)
3. What is the nature of light? (Chapter 6, The Nature of Light)
4. How is the lens used? (Chapter 7, The Lens)
5. How do you compose a photograph? (Chapter 3, Composition)
6. What are the necessary elements to make a news photograph?
7. How do you shoot. . . ? (various assignments)
8. Darkroom procedures. (Chapter 4-5, Developing the Negative & Making the Print)
9. Photography for the local T.V. station.
10. How do you use artificial light? (Chapter 9, Lighting w/ Flood & Flash)
11. Can you use color in news photography? (Chapters 13-15)

TYPICAL NEWS PHOTOGRAPHY ASSIGNMENTS:

With each assignment the student must turn in a contact sheet of all negatives taken for the assignment. For the assignment he must submit an 8 x 10 print, with the negative and a date sheet filled in with the pertinent information. (Flash may be used with all assignments; it must be used with assignment #3).

1. BUILDING. Your editor has assigned you to get a photograph of one of the campus buildings to depict the campus scene for a feature on the anniversary of the University.

2. STUDENT LEADER. Your editor has assigned you to get a mug shot of a campus leader for use as a one-column cut.

3. AWARD PRESENTATION. (Flash) Your editor has assigned you to get a shot of an award presentation to be used as a 3-column cut.
 4. SPORTS. Your editor has assigned you to get an action shot of an athletic event on the campus to be used as a 4-column cut.
 5. CROWD SCENE. Your editor has assigned you to get a photograph of a large number of students for use as a 4-column cut with a feature about the university in general.
 6. BEAUTY. Your editor has assigned you to get a strong 2-column vertical shot of a coed holding any "beauty" title.
 7. T.V. FILM CLIP. Your editor has assigned you to get a 30-second film clip showing the location of Eastern Illinois University.
4. (a) Lecture, discussion, demonstration and laboratory instruction will be used.
(b) Introduction to Photography by Robert B. Rhode and Floyd H. McCall (Macmillan) will be the text.
(c) The student will be expected to accomplish a minimum of six assignments in news photography.
 5. Basic college courses are needed prior to enrollment in this course.
 6. The Department of Chemistry formerly had a course in photography, the purpose of which was to become familiar with the chemical process of developing film. This course has been dropped by the department.

The Faculty for Professional Education has a course titled Education 484 (Photography in Audio-visual Education.) This course is primarily designed for graduate students interested in teaching materials and does not satisfy the needs of journalism students.
 7. Daniel E. Thornburgh will teach this course.
 8. This course is usually not offered by a junior college.
 9. This course was approved by the English Department on Dec. 10, 1963.
 10. This course was approved by the Curriculum Committee, College of Letters and Science, on _____.

To: Curriculum Committee, College of Letters and Science
From: English Department
Subject: Request for new course in Journalism.

Date: December 10, 1968

1. 314 Law and the Press. (Spring (4 q. hrs.)

The historical background of the nature and meaning of the law as it relates to journalism and contemporary problems of freedom of expression.
Prerequisite: Journalism 211, 212, 310, and 311, or consent of instructor.

2. (a) Purpose of this course is to acquaint the students with the responsibilities of a journalist in recording the news according to the legal requirements. This course is a basic one in journalism programs.

(b) The Advisory Council on Journalism, composed of professional journalists, recommended that the University add this course to its journalism program.

(c) The course is to become effective Fall, 1970.

(d) The course is not a required course in any curriculum.

(e) The course is an elective in any curriculum.

3.

GENERAL REQUIREMENTS: Each student will be expected to submit two projects: (1) a detailed study of a libel case to be assigned; and (2) a "term paper" on an aspect of the law and the press to be assigned. Each student will interview a lawyer/or editor on libel. A mid-term and final examination will be given.

TYPICAL CLASS ASSIGNMENTS:

1. The legal definition of libel: libel vs. slander.
2. What are "actionable words"?
3. What are defenses against libel?
4. When, where, and how can defamation be committed?
5. What is the Illinois law on defamation?
6. The important libel cases for the journalist.
7. What is the Supreme Court's attitude toward the press (based on the Sheppard case)?
8. What is the American Bar Association's attitude toward the press?
9. What has been the stand and action of professional journalism groups about the attitude of the legal profession toward the press?
10. What is the legal process for arrest? In Illinois?
11. What are the legal limitations of the press in the coverage of a crime? Of a trial?
12. What are the responsibilities of the press under the "right-to-privacy" laws?

4. (a) Lecture, discussion will be the method of instruction used.

(b) Say It Safely by Paul Ashley will be the text.

(c) The student in the course will be required to do some research in legal documents and books on libel cases. He will also be required to conduct an interview with a libel lawyer or editor on the subject of libel.

5. This course is designed for third and fourth year students.

6. There are no other courses presently offered in the catalog which deal with this subject matter.
7. Daniel E. Thornburgh will teach the course.
8. A junior college would not offer this course.
9. This course was approved by the English Department on Dec. 10, 1968.
10. This course was approved by the Curriculum Committee, College of Letters and Science, on _____.

To: Curriculum Committee, College of Letters and Science
From: English Department
Subject: Request for new course in Journalism.

Date: December 10, 1968

1. 315. Fundamentals of Public Relations. (Winter (4 q. hrs.))

Publicity methods and public relations; representation of business and other sponsors to the public and representation of the public to employers. Preparation of public relations units on behalf of business and education for the press and other media. Prerequisite: None.

2. (a) The purpose of this course will be to give training to students from all disciplines in the operation and functions of Public Relations.

(b) In addition to assisting the journalism student in preparing for a public relations career, it is envisioned that this course will aid the public school administrator, and the business entrepreneur, the coach, the home economist and others in the achievement of communication with their respective publics.

(c) The course is to become effective Fall, 1970.

(d) The course is not a required course in any curriculum.

(e) The course is an elective in any curriculum.

3.

GENERAL REQUIREMENTS

Each student will be expected to do a case study of a successful public relations program to be assigned and to prepare a public relations program for a small business, school district, or similar venture. A mid-term and a final examination will be given.

CLASS OUTLINE:

1. What is public relations (a workable definition)?
2. What is the history of public relations?
3. Where in the organizational chart does the public relations director fit?
4. What is the duty of the public relations department in:
 - a. Communications (internal and external)
 - b. Publicity
 - c. The press
 - d. Radio and television
 - e. Advertising
 - f. Research
 - g. Public speaking
 - h. Graphic Arts?
5. What are the divisions of public relations:
 - a. Government relations
 - b. Consumer relations
 - c. Community relations
 - d. Trade (Professional) relations
 - e. Board of Directors (Board) relations
 - f. Management relations
 - g. Special Public Relations
6. What are the common errors in public relations?
7. The organization of a successful public relations program

4. (a) Lecture-discussion will be the method of instruction used.
 (b) Effective Public Relations by Cutlip (Prentice-Hall) will be the text.
 (c) The student in the course will be expected to design a public relations program for a local business or educational unit.
5. A student should have had basic college courses prior to enrolling in this course.
6. There are presently no other courses listed in the catalog which parallel the proposed course.
7. Daniel E. Thornburgh will teach the course.
8. This course would not be offered in a junior college.
9. This course ~~was~~ was approved by the English Department on Dec. 10, 1968
10. This course was approved by the Curriculum Committee, College of Letters and Science, on _____.

MEMORANDUM

To: Council on Academic Affairs

From: R. White, Department of English

Subject: Council Agenda Item 69-89: Journalism

26 November 1969

Since there appears to be some doubt as to the competence of the Council on Academic Affairs to approve the establishing of new departments, and since the need for a Major in Journalism remains urgent, I have consulted with the appropriate staff in English and make the following request concerning Council Agenda Item 69-89.

- I request (1) That the Council divide the issue and table the proposal for a separate Department of Journalism while Vice President Moody determines proper procedural approaches;
- (2) That the Council proceed immediately with consideration of the proposal for three new courses in Journalism; and
- (3) That the Council proceed immediately with consideration of the Proposal for a Major in Journalism, with two modifications in that Proposal:
- (a) Because of Council action on 13 November approving deletion from the catalogue of the course Political Science 363 (Problems in State and Local Government), please substitute for Political Science 363 in the proposed Requirements for a Journalism Major the course Political Science 260 (State and Local Government); and
 - (b) Under the heading Electives, the first sentence should be extended to read as follows (with the addition here underlined for clarity): "Four upper-division courses from the College of Letters and Science, to be approved by the Journalism advisor." The second sentence should remain unchanged.

I take this opportunity to declare that the above requests are made solely in the interest of expediting implementation of a Major in Journalism, and should in no sense be taken to imply doubt as to the desirability of a separate Department of Journalism.

Finally, on a matter of less official importance but of considerable private interest to various members of the Department of English, I take this opportunity to protest the use in the Council Minutes of 13 November 1969, Section IV, the term instigators; as Webster's Seventh New Collegiate Dictionary points out, the term "often connotes underhandedness or evil intentions."

I very much hope the word choice was not a "Freudian slip."

R. White